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ABSTRACT

A project was undertaken to create a program of training to prepare physically handicapped but mentally alert clients of United Cerebral Palsy of Monmouth and Ocean Counties, Inc. in New Jersey for employment in various child care situations. Training was provided at the adult program site, Camp Oakhurst. During the project, 10 clients of the adult program provided supervised child care for up to five active young children who belonged to members of the camp staff. The participating clients were fully involved in every phase of the planning, implementation, and evaluation of the project. The program provided practical supervised educational opportunities that enabled the 10 clients to gain child care experience, skill, confidence, and credibility. Based on the evaluations of the project made by those implementing and those participating in it, recommendations were made calling for the adaption of a similar project by other agencies, schools, and industries. (Appended to this report are an evaluation form, an application for children, and a handbook.) (MN)

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FINAL REPORT

OF

ON-SITE CHILD CARE TRAINING

FOR PHYSICALLY HANDICAPPED, MENTALLY ALERT

ADULTS

1983-84

UNITED CEREBRAL PALSY
OF
MONMOUTH & OCEAN COUNTIES
ADULT PROGRAM
75 Bath Avenue
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U.S. DEPARTMENT OF EDUCATION
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This project reported herein was conducted pursuant to a contract from the New Jersey Department of Education, Division of Vocational Education and Career Preparation. It was funded under Section 13.2 of Public Law 94-482.

Project Duration: September 1, 1982
Beginning Date

July 30, 1983
Ending Date

The Contractors undertaking this project were encouraged to express fully their judgments in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.

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PROJECT TITLE: On-site child care training for physically handicapped/mentally alert adults.

LEGAL NAME OF APPLICANT DISTRICT, INSTITUTION OR AGENCY: United Cerebral Palsy of Monmouth & Ocean Counties, Inc.

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ABSTRACT

DESCRIPTION OF PROJECT

(Use this sheet and no more than one other to type in single-spaced form a statement of project objectives, procedures that were followed, state and local priorities emphasized and the expected contribution of the project to vocational education.)

This project was designed to create a program of training which would prepare certain clients of United Cerebral Palsy of Monmouth & Ocean Counties Adult Program for employment in various child care situations. Training was provided at the Adult Program site, Camp Oakhurst, Oakhurst, New Jersey. Children of staff members of United Cerebral Palsy, Monmouth & Ocean, and Camp Oakhurst were invited to participate as well as members of other local agencies and community members. This provided 8 active children, with no more than 5 present at any given time.

This provided practical, supervised opportunities for 10 clients of the Adult Program to gain child care experience, skill, confidence and credibility.

Participating clients were fully involved in every phase of planning, implementation, and evaluation. Key personnel were chosen for pertinent experience, proper certification, and interest in the project. An Advisory Committee was chosen for professional background, skill, and interest in the project.

As expected, this project enhanced the ability of United Cerebral Palsy Adult Program to offer pertinent vocational training to some of its clients, and develop a much needed service which has the potential for becoming self-supporting. This project or an adaptation should be readily transferrable to schools, agencies, and industry.

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A PROJECT TO PROVIDE ON-SITE TRAINING IN CHILD CARE
TO PHYSICALLY HANDICAPPED, MENTALLY ALERT CLIENTS OF
THE ADULT PROGRAM OF UNITED CEREBRAL PALSY OF MONMOUTH
AND OCEAN COUNTIES AT CAMP OAKHURST, OAKHURST, NJ

The Adult Program of United Cerebral Palsy of Monmouth & Ocean Counties at Camp Oakhurst has as its major goal the achievment of the greatest possible independence for each of its 40 clients. Programs of education, development of life skills, vocational exploration, recreation and personal growth are presented by a staff of seven professionals assisted by three driver-aides and one office manager. Frequent programs are offered by community members and agencies. Language, occupational, and physical therapies are provided by certified therapists. Clients attend on schedules of 1 to 4 days per week.

The greatest challenge has been that of meaningful vocational experience. Presently, several clients have demonstrated some aptitude in the use of specially adapted mini-computers. Every client participates in a direct-mail project. Some clients have experience in babysitting for individuals. These physically handicapped, mentally alert clients have been unable to profit from traditional vocational training programs.

Many physically handicapped adults are woefully undereducated. This, combined with their motor difficulties, seriously limits vocational opportunities open to them. The years of physical and financial dependence have too often eroded the self-confidence needed to achieve the potential for self-sufficiency and independence.

We developed an on-site child care center as a vocational training opportunity for physically handicapped, mentally alert adults.

This project of providing on-site child care training, for those participating, served a vehicle for working toward:

Building Self Confidence

Gaining Realistic Experiences

Use of Problem Solving Techniques

Use of Critical Thinking Techniques

Broadened Social Experience

Greater Assertiveness

The goal of gainful employment can be reached by approximately 40% of the participants. Every participant had valuable training in work habits and attitudes, and in vocational exploration.

A review of literature failed to produce information on related projects. Presently, employment in a sheltered workshop is an alternative open to only a small percentage of our clients. The sheltered workshop is inappropriate for clients with limited manual dexterity. The sheltered workshop fails to provide a stimulating and challenging environment. Care of young children is, by definition, stimulating and challenging.

Statistics offered at a Workshop for Writing Proposals for Career and Vocational Technical Education Project Funds (EIC, Edison, 3/5/82) revealed that in 1979, 14% of American families were headed by women and that this percentage continues to increase as does the number of their dependents. In 1978, both partners of husband-wife families were employed in 6 of 10 families. Care of young children in families where husband and wife work and in families headed by a single parent, male or female, is a major concern. Very often reliable child care is a prerequisite to being able to work.

We developed a child care center staffed by clients rather than by individuals employed from outside. Our clients made a contribution to the program as they grew in skills.

OBJECTIVE

This project was designed to offer insight into the entire process of providing a safe and stimulating environment for the care of pre-school children as part of vocational training for child care. The trainees were involved in every aspect of the development of a high quality, practical program of child care. Physical disabilities were limiting to some extent in the practical components. A person with unclear speech was not expected to hold children's attention at story time; a wheelchair-bound person was not expected to be responsible for playground activities. However, each trainee was judged to be able to function in some capacity in a child care situation.

PROCEDURES

(1) The identification of those clients who would gain in personal growth and/or gain a marketable skill through training and experience in child care was made by staff recommendation. Application by individual clients was submitted and each was interviewed.

(2) The planning of a safe and stimulating environment for 3-5 preschool children of United Cerebral Palsy staff members was accomplished by clients and immediate supervisor.

(3) It became apparent that the funds planned to provide a child care worker were insufficient to attract a person prepared to work with handicapped adults and preschool children as instructor and role model. We eventually found a person with a degree in education, certification in elementary education, who had experience in instruction of adults and also with young children. A shifting of planned responsibilities and funds gave the child care worker more responsibility than planned, with the immediate supervisor assuming the role of consultant supervising from a distance while on the site.

(4) Selection and purchase of basic supplies and toys were accomplished by clients and child care worker. Purchases were made locally whenever possible. Purchasing of the remainder of materials and equipment was gradually completed as the interests and needs of preschool children became apparent.

(5) Preparation of a schedule of client hours and times was accomplished by clients and child care worker and approved by immediate supervisor. The day was divided into two periods of 2½ hours. Trainees worked for from 2½ to 5 hours weekly. Clients checked in on monthly forms.

(6) Twice weekly early morning group meetings of trainees and child care worker provided time for group instruction as needed. Immediate concerns were discussed and resolutions of problems was attempted.

(7) Employees of United Cerebral Palsy and Camp Oakhurst were invited to take advantage of the child care offered by the Adult Program. The service was later offered to members of a local church and local non-profit agencies. The children's schedules varied. The only stipulation in accepting a child was that he or she attend on a regular basis. Drop-in service was not offered.

The enrollment grew gradually. During the first full month of operation, 19 child days with 4 children enrolled were recorded; during the final full month there were 53 child days reported with 8 children enrolled.

A fee of one dollar was collected for ½ day or less and two dollars for more that ½ day. These funds were used for snacks which were offered mid-morning and mid-afternoon, for cooking projects, and for arts & crafts materials.

(8) Conferences with parents were frequent and informal. Due to relatively heavy staffing -- the child care worker and two trainees, this was generally not disruptive.

(9) Each trainee was allowed an initial period of observation of the child care worker interacting with children. As the trainees became more active participants there was a gradual withdrawal by the child care worker. The child care worker was eventually able to leave the area while trainees presented activities or supervised free play or meals. The child care worker was able to be within hearing, but out of sight. The child care worker was always present during outdoor activities.

(10) A daily log was kept by the child care worker which included observations of the trainees as well as observations of the children. Videotaping of trainees interacting with children was done periodically. The tapes were used for evaluation and instruction.

(11) An instrument to evaluate the care givers was produced by child care worker and trainees. This was used after the first full month of operation and 4 months later. All but one clients was judged to have made gains, some considerable.

Self-evaluation was also facilitated through the use of "How an Average Child Behaves from Birth to age Five", a film strip/tape presentation, by Parents Magazine Film Strips which also served as an instructional aid to familiarize clients with the traits of children at various ages and as a guide to planning age appropriate activities.

This form of resource material was chosen to accommodate the disparate reading skills of the trainees.

(12) A handbook was designed with reading skills in mind. It is a series of lists under topic headings in a looseleaf format. The lists consist of considerations clients agree are necessary under each topic.

A ½ hour videotape is available for future instruction of our clients and an introduction for others.

(13) Committment to eliminating sex bias and sex role stereotyping was addressed by offering this vocational opportunity for child care training and experience to every interested and/or able client regardless of sex. Four male clients were trained. Male clients who have been victims of stereotypical thinking were encouraged to participate fully in all aspects of child care program. Avoidance of sex role stereotyping in child care and in selection of materials for children's use was an overt consideration throughout.

FINDINGS & INTERPRETATION: An on-site child care program is an effective vocational training vehicle for physically handicapped adults. Being responsible for the care of children did indeed offer realistic part-time work experience to the client/trainees. As expected, self-confidence and assertiveness were fostered by this experience. Each trainee found opportunities to develop and test problem solving and critical thinking techniques in a natural environment. Social experience with children and their parents was gained.

(1) Budget was deficient in providing for child care worker able to relate equally well to adults and children and to provide sound instruction in formal and informal situations. Shifting budget and responsibility to employ a certified, experienced child care worker was carried out. The proposed immediate supervisor became less involved with direct instruction and served as a resource person and monitor.

(2) Motivation of trainees became a concern. While the trend to increased motivation was apparent in many as confidence grew, there were difficulties with some of the more able trainees. Lack of compensation for work was cited by some trainees as interfering with motivation. Another motivational stumbling block was the limited weekly time for the entire school year. These findings were considered in planning for next year.

The desire for compensation will be met by a 50% reduction in tuition for those clients actively involved in child care training. The schedule will be altered to allow 5 sessions of approximately 8 weeks to limit length of training, while requiring a full-time experience.

The full-time experience is expected to increase in motivation through greater responsibility and fuller involvement with children and because there is a completion date set for their involvement in training. The eight week training session will be followed by an internship in a local child care facility or application for employment in a local child care facility, whichever is most appropriate to the needs of our trainee.

(3) Realism in the training program was found to be lacking because of the scheduling of only 2½ hours daily practical experience.

The planned change is to making the client and child care days coincide at 5 hours, and to schedule 2 trainees to work full time for the proposed eight weeks. This will test the stamina of the trainees in a more intense setting.

Alternatives for employees are being met more often by industry and agencies today. The trend to single parent families and two worker families has, according to figures released by the U.S. Census Bureau continued on the upward trend. This is a program which is a valuable training tool while fulfilling a real societal need.

Dissemination of the results and products of this project will be shared on request with any interested party.

Visits will be welcomed by any persons interested in a similar vocational training project for the physically disabled adult.

Visits for observation were made by the trainees to a local traditional nursery school which is accessible and this is seen as a valuable contact for future placement.

A general open house in the spring helped to inform representatives of state and local education entities to the training program. A planned brochure was deemed premature at this time and will be used next year as our clients become active outside the Adult Program.

SUMMARY

Conclusions:

The effectiveness of an on-site Child Care vocational training project for physically disabled, mentally alert adults has been accepted by the clients and employees of United Cerebral Palsy of Monmouth & Ocean Counties.

The scope of involvement of each trainee extended to every aspect of the development and implementation of the project. While some were able to be more productive than others, each is able to gain insight into the importance and complexity of providing high quality child care and work toward the end of providing such service.

The nature of working with children promoted personal growth in knowledge and attitudes helpful in relating to others and to the development of work habits required by the business community.

The changes in procedures planned for the coming year and cited earlier are expected to result in the placement of some clients in community child care facilities. However, the original project to allow for training in every aspect of creating a child care program required year-long involvement.

The findings which motivated format changes for the coming year are seen as a product of the overall growth of our clients in assertiveness, critical thinking, and problem solving. They were involved in planning for the future of the project just as they were for its commencement.

RECOMMENDATIONS:

Projects of this nature -- on-site, realistic, vocational training to become employable in service areas, appear to be a most effective mode of preparing special populations for employment.

It is recommended that this philosophy be extended to other areas of programming as well as child care. Food service, maintenance, and clerical services are some obvious areas to explore. United Cerebral Palsy of Monmouth & Ocean Counties will extend this method of vocational training next year by developing a program of food service by some clients which will make available simple, inexpensive, nutritious lunches for staff and clients of the entire Adult Program of the United Cerebral Palsy of Monmouth & Ocean Counties.

EVALUATION

NAME: _____

(5=Excellent, 4=Very Good, 3=Satisfactory, 2=Fair, 1=Poor)

A.	Caregiver is attentive and loving to children and expresses pleasure in involvement with children.	5 4 3 2 1
B.	Caregiver is relaxed and free of anxiety around children.	5 4 3 2 1
C.	Caregiver uses different styles of caregiving to meet individual needs of children.	5 4 3 2 1
D.	Caregiver exhibits flexibility in regard to the day's activities; is spontaneous and open to new ideas.	5 4 3 2 1
E.	Caregiver is sensitive to children's feelings.	5 4 3 2 1
F.	Caregiver displays a positive outlook in life, even though they are handicapped.	5 4 3 2 1
G.	Caregiver displays concern for safety of children, without inhibiting child's creativity.	5 4 3 2 1
H.	Caregiver is always accessible to children and interacts at appropriate times.	5 4 3 2 1
I.	Caregiver speaks in a positive, yet authoritative, tone of voice.	5 4 3 2 1
J.	Caregiver provides stimulating activities for children; encourages creativity in individuals.	5 4 3 2 1
K.	Caregiver acts as a teacher and facilitates learning and development.	5 4 3 2 1
L.	Caregiver encourages proper hygiene.	5 4 3 2 1
M.	Caregiver oversees sociability among children.	5 4 3 2 1
N.	Caregiver is able to make reasonable decisions in regard to child care.	5 4 3 2 1

(over)

I. Evidence of strength or weakness:

II. Areas for improvement:

III. Comments on caregiver's performance:

UNITED CEREBRAL PALSY

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222-4741

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Bricktown, N. J. 08723
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MEMO TO: Parents of Pre-School Children

FROM: United Cerebral Palsy Adult Program at Camp Oakhurst

The Adult Program of United Cerebral Palsy of Monmouth & Ocean Counties is pleased to announce the opening of a new child care component. A small number of pre-school children will be accepted either full or part-time between the hours of 8 a.m. and 4 p.m., Monday through Thursday during the school year. This program is made possible by the financial support of the Division of Vocational Education and Career Preparation, New Jersey Department of Education.

Staff members of United Cerebral Palsy of Monmouth & Ocean Counties will be given preference in taking advantage of this service. However, we welcome inquiries from others who are interested.

One fully qualified child care worker will be employed full-time. Members of the Adult Program who have demonstrated ability and interest in working with children will participate in the child care program on various part-time schedules.

The goal to which we are committed is to provide a safe, interesting, and individually planned day for each child. There will be a charge of $2.00 per day which will be used for snacks, treats, and trips.

If you are interested in enrolling your child or children, or if you have questions, please call Camp Oakhurst at 531-0215.

DATE: _____

NAME: _____ BIRTHDATE: _____

PARENT/GUARDIAN: _____ TELEPHONE: _____

ADDRESS: _____

PERSON TO BE CONTACTED IN CASE OF EMERGENCY OR ILLNESS:

NAME: _____ RELATIONSHIP: _____ PHONE: _____

NAME: _____ RELATIONSHIP: _____ PHONE: _____

NAME: _____ RELATIONSHIP: _____ PHONE: _____

PHYSICIAN'S NAME: _____ PHONE: _____

BROTHERS & SISTERS: NAME AGE

PETS:

****

In order to meet you child's needs as fully as possible, we ask that you answer the following questions as fully as possible:

(1) Has your child been on a normal immunization schedule?

(2) Is there any medical condition which limits your child's activities?

(3) Does your child have any allergies?

What form does his/her allergic reaction take?

(4) Are there foods you do not offer your child?

(5) Is your child toilet trained?

If recently trained, briefly outline habits.

If currently being trained, please describe your methods and schedule so that training may be continued while with us.

(6) Does your child have any special interests (i.e., music, animals, reading, art, cowboys, cars, etc.)?

(7) Does your child have any special dislikes or fears that we should know about?

(8) Have there been recent changes in your child's life which may affect his/her need for support (i.e., a new baby, change of residence, family illness)?

(9) Please add any information that you think might help us to become better acquainted with your child.